GLOBAL PARTNERSHIP for EDUCATION

BMZ Federal Ministry for Economic Cooperation and Development

Implemented by giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Report of the Workshop on Pre-School Education in Low-Income Countries

November 26-27, 2013 in Bonn, Germany



Workshop Venue: Fabrik 45, Bonn, Germany

Workshop Convener: Michael Holländer (GIZ, Sector Program Numeracy)

Facilitators: Martin Kalunga-Banda, Hinrich Mercker

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Summary of the workshop on Pre-School Education in BMZ/GPE partner countries

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) together with the Global Partnership for Education (GPE) co-hosted a workshop on Pre-School Education in Low-Income Countries on November 26-27, 2013 in Bonn, Germany.



BMZ and GPE welcome international participants to a pre-school workshop designed to be interactive and engaging.

28 participants from 15 different organizations representing the perspectives of think-tanks, NGOs, multilaterals and implementing agencies including representatives from Children's Investment Fund Foundation (CIFF), DFID, Dubai Cares, Global Campaign for Education, Save the Children, UNESCO and UNICEF followed this invitation. Throughout the two-day workshop, the participants joined hands to develop ideas and recommendations to improve access and quality of pre-school education in BMZ and GPE partner countries.

Why a workshop on pre-school education?

"The specific demand for pre-school education in low income countries is there and there is an urgent need for action and technical support". Right at the start of the conference, Aglaia Zafeirakou, focal point for early childhood education at GPE, made this point very clear. The supply side, on the other hand, is not yet fully prepared to respond adequately to the demand for delivery of good quality and inclusive pre-school education services. According to the focal point for early childhood education at the GPE, an 'emergency situation' arises from this growing demand calling for increased attention to the topic by international development partners.

Workshop Objectives

- The **challenges and promising options** for implementation of pre-school education programs are identified.
- **Priority areas** and **short-term goals** which need further technical expertise in order to provide meaningful advice and support for partner countries to implement good quality pre-school education services are laid out.
- **Next steps** for addressing the prescribed gaps and challenges are defined.
- **Possible contributions** from development partners are formulated.

What happened during the workshop?

To act upon this emergency situation, the workshop convened international experts, development partners and practitioners in the field of pre-school education. Besides sharing their experiences and mapping the various ongoing and planned interventions in the pre-school sector in low-income countries, the participants worked through a sculpting exercise to identify current challenges and acupuncture



Sculpting the current and future systems of pre-school education in BMZ/GPE partner countries.

points with leveraging effects to bring by changes to the current system of pre-school education. A highly motivated group engaged in this exercise that resulted in creative and at the same time meaningful 3D representations of the current and desired system of pre-school-education in low-income countries as well as the available and needed technical support system.

What are the results?

Besides a **mapping of current and planned activities** of the organizations represented at the workshop, the participants also condensed the results from the sculpting exercise and the discussions into four principal recommendations:



Mapping exercise: current and future activities in pre-school education

1) A **Technical Reference Group** (TRG) should be established as coordinating body to facilitate exchange with a specific focus on pre-school education in low-income countries and raise the effectiveness of existing platforms of Early Childhood Care and Education (ECCE). The TRG should help to further identify and address priority areas with leveraging effects as well as opportunities and challenges in order to improve pre-school services in low-income countries.
2) **Guidelines and quality standards** with a special focus on pre-school education in low-income countries (including quality indicators) should be made available.
3) **Community and parental awareness of and demand for** holistic, integrated, cost effective and culturally relevant pre-school services should be raised.
4) The **mechanisms and capacities for the provision of** large-scale, equitable, quality **pre-school services** (private, public, and community) need to be improved and expanded in low-income countries.

Please also refer to the annex for more details on these recommendations.

What are the next steps?

The participants of the workshop have shown high engagement for the topic of pre-school education. The participants reflected that the workshop may be regarded as an important momentum for enhanced coordination and cooperation with a **specific focus on pre-school education** in the future. However, it is yet to be decided which concrete steps will be undertaken to act-upon the recommendations that were developed by the workshop participants. The GPE committed to follow-up on the terms of references and potential partners for a **technical reference group for pre-school education in low-income countries**.

For 2014, the GPE plans to carry out a **regional workshop on early childhood / pre-school education in Sub-Sahara Africa** together with other key partners.

The workshop was part of BMZ's support to the GPE in reaching the Education for All (EFA) Goals as well as the objective 3 of GPE's strategic plan ("A dramatic increase occurs in the number of children who are learning and demonstrating mastery of basic literacy and numeracy skills by grade 3."). The BMZ remains involved and committed to supporting the GPE in reaching this goal.

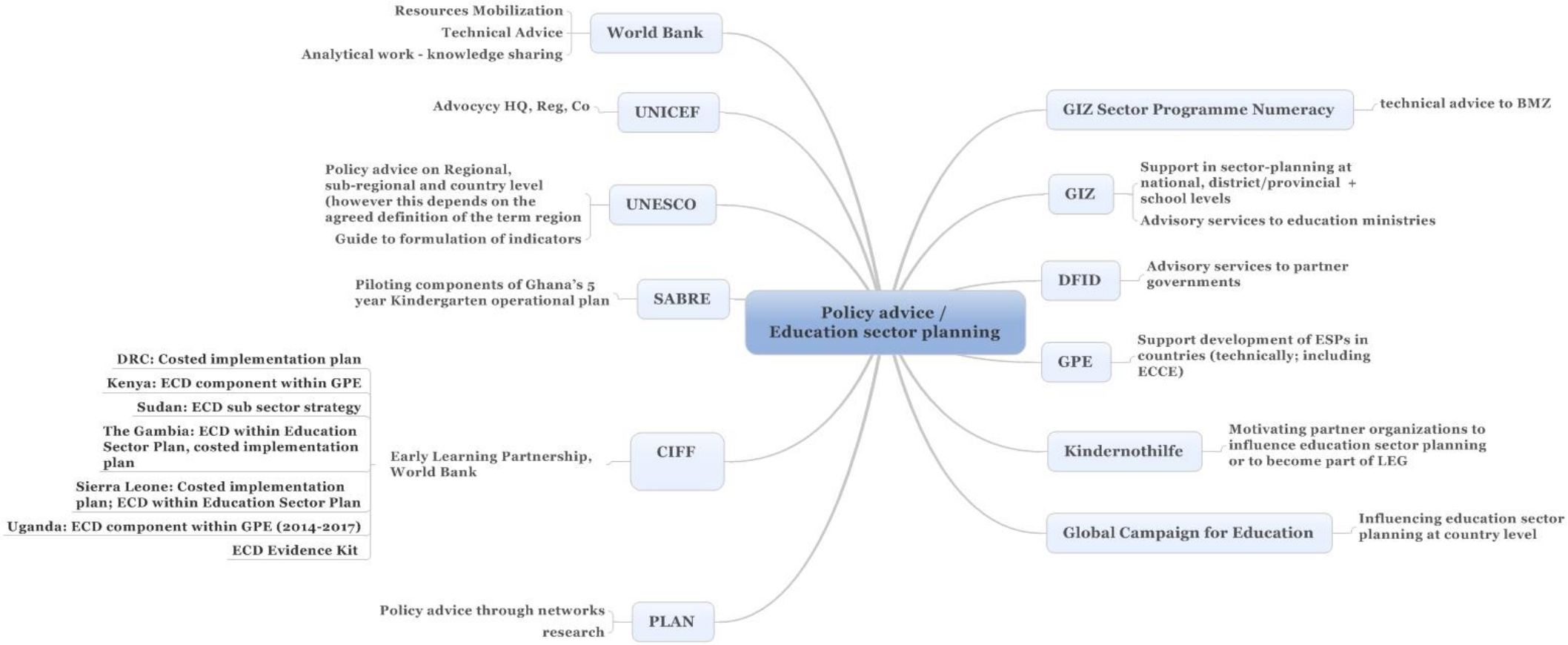


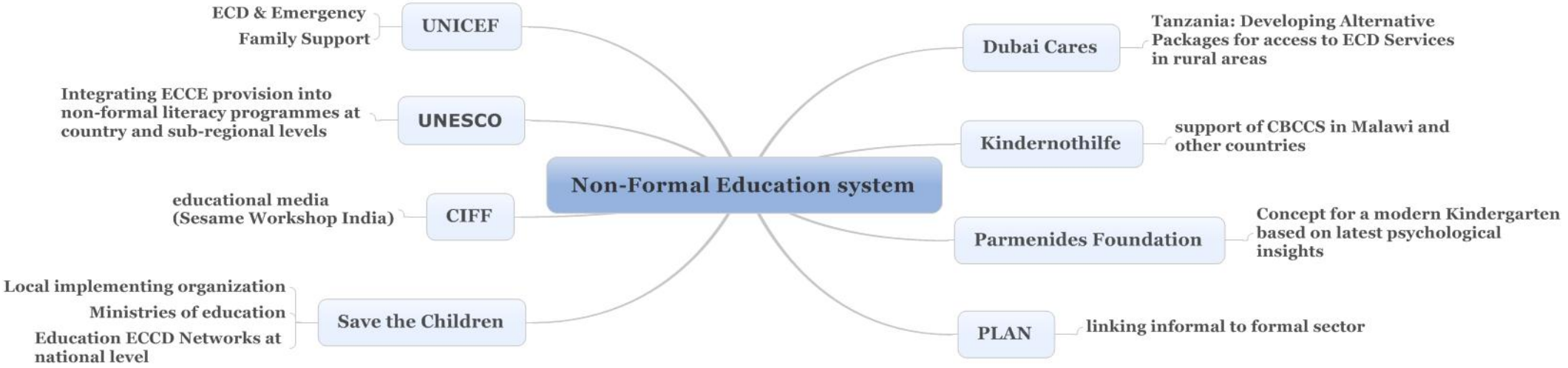
Sharing of reflections and thoughts on the results and recommendations of the workshop.

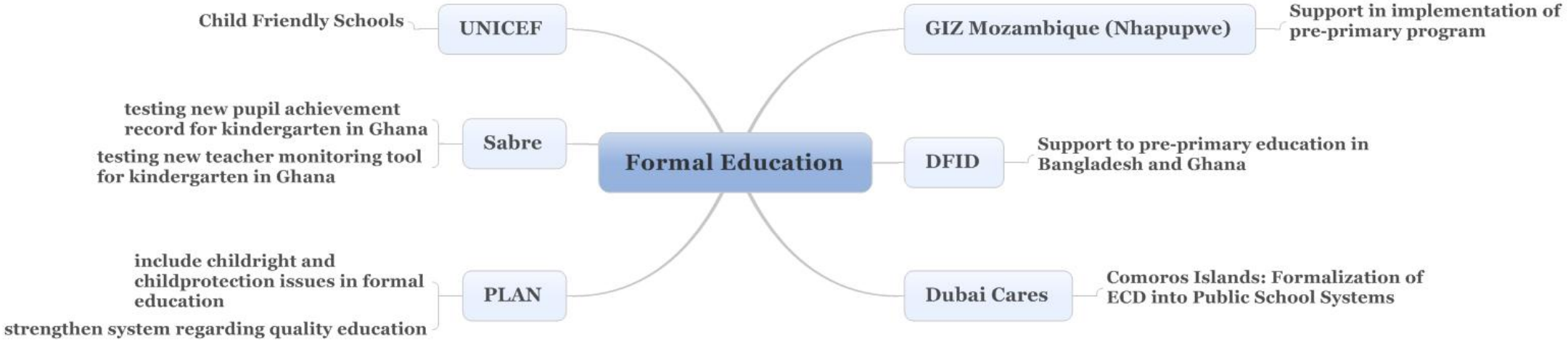
Where to get further information?

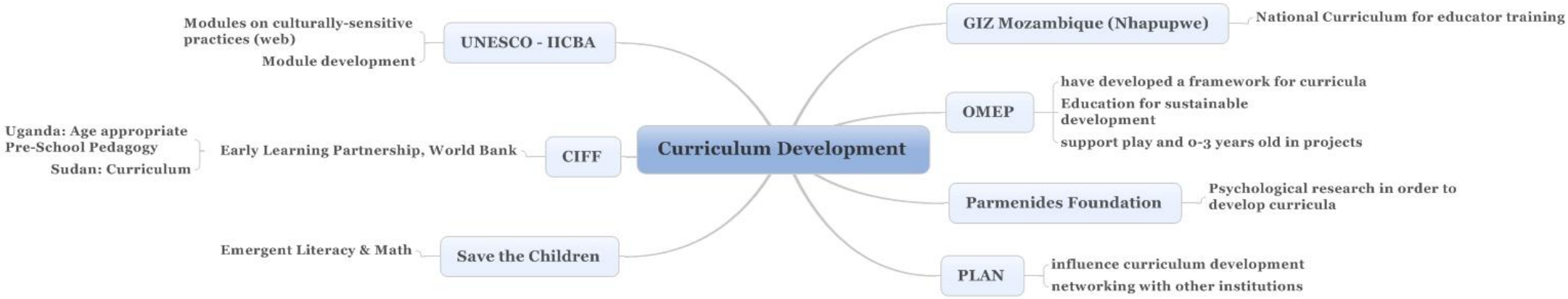
For further information or if you want to get updates on the next steps please contact Ms Lena Maechel (lena.maechel@giz.de) or Dr. Michael Hollaender (michael.hollaender@giz.de).

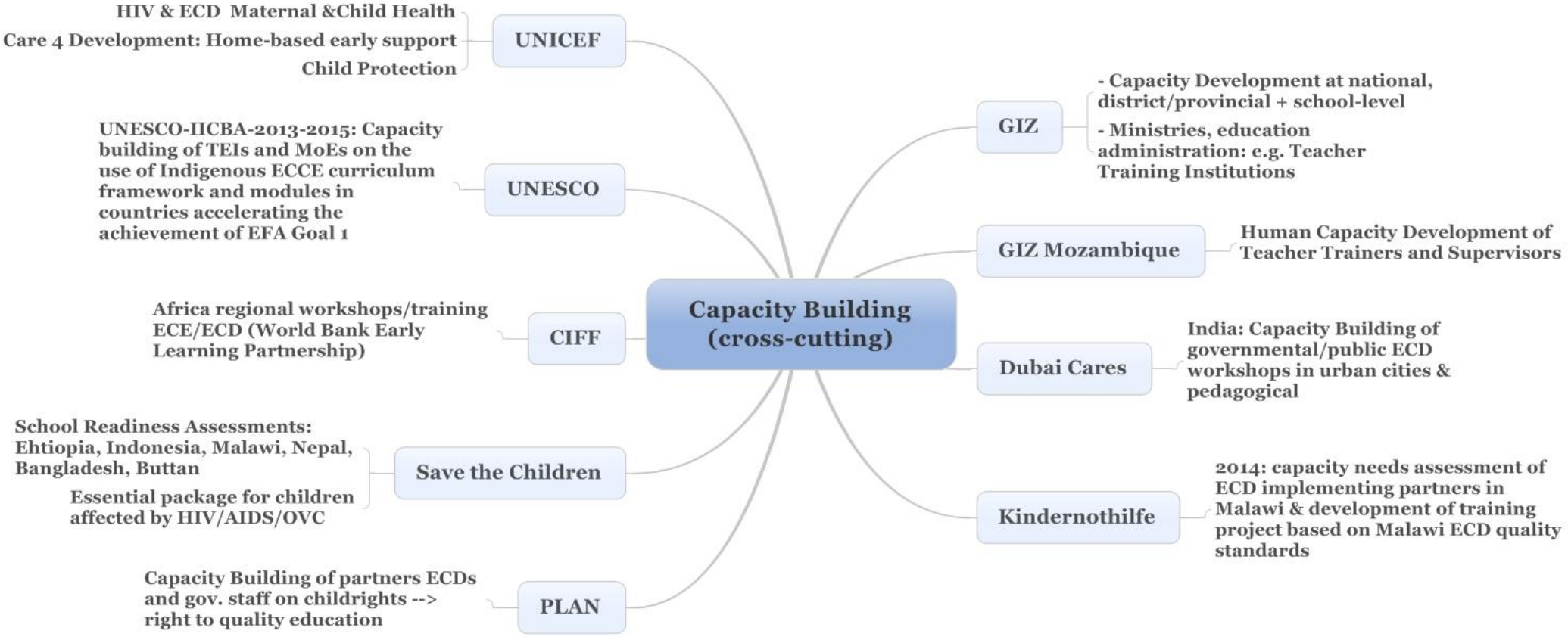
Results from Mapping Exercise

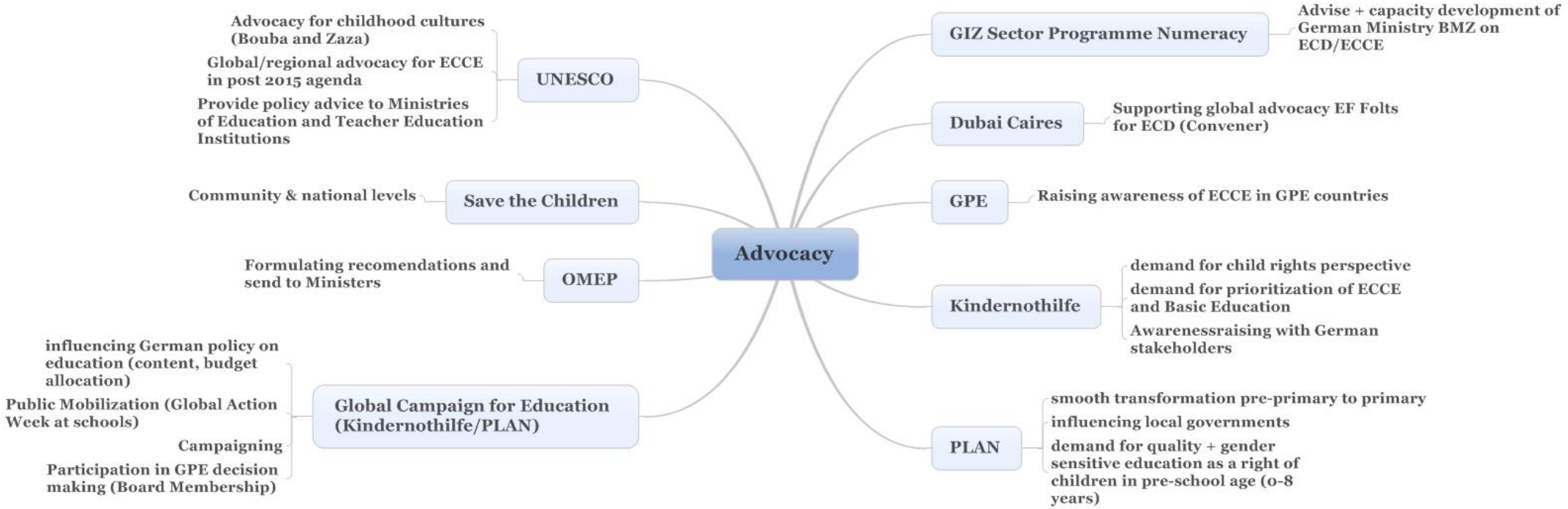


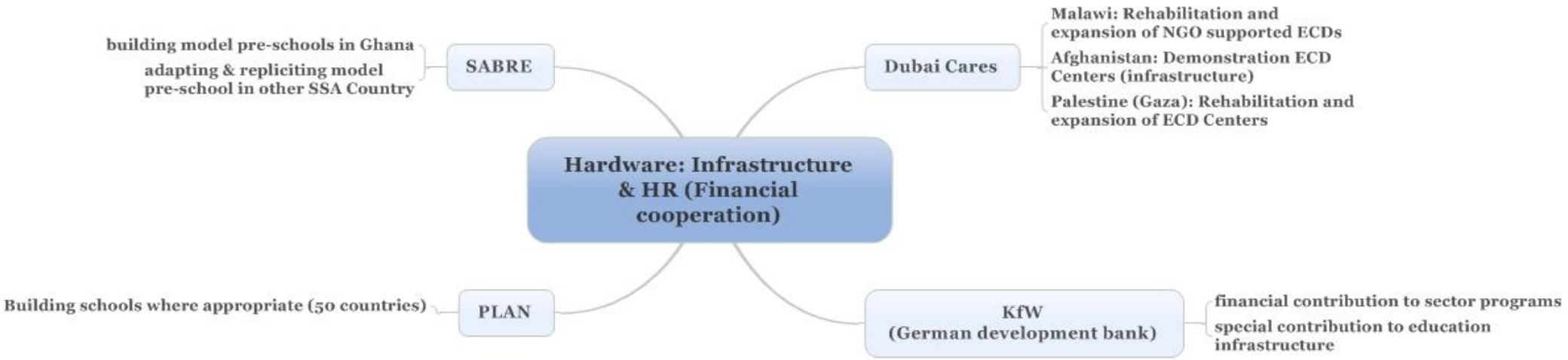

Non-Formal Education system
UNICEF
ECD & Emergency
Family Support
UNESCO
Integrating ECCE provision into non-formal literacy programmes at country and sub-regional levels
CIFF
educational media (Sesame Workshop India)
Save the Children
Local implementing organization
Ministries of education
Education ECCD Networks at national level
Dubai Cares
Tanzania: Developing Alternative Packages for access to ECD Services in rural areas
Kindernothilfe
support of CBCCS in Malawi and other countries
Parmenides Foundation
Concept for a modern Kindergarten based on latest psychological insights
PLAN
linking informal to formal sector


Formal Education
UNICEF
Child Friendly Schools
Sabre
testing new pupil achievement record for kindergarten in Ghana
testing new teacher monitoring tool for kindergarten in Ghana
PLAN
include childright and childprotection issues in formal education
strengthen system regarding quality education
GIZ Mozambique (Nhapupwe)
Support in implementation of pre-primary program
DFID
Support to pre-primary education in Bangladesh and Ghana
Dubai Cares
Comoros Islands: Formalization of ECD into Public School Systems

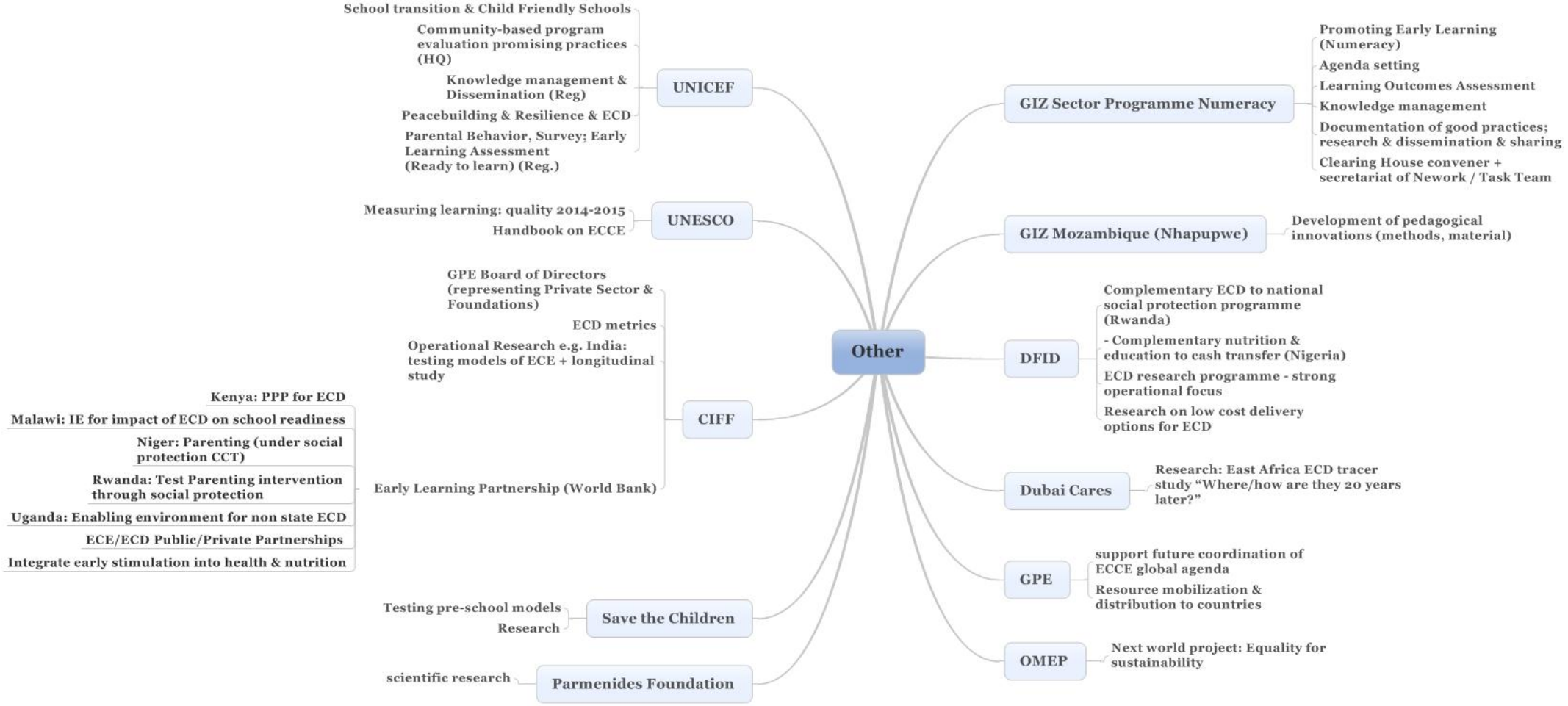

Curriculum Development
UNESCO - IICBA
Modules on culturally-sensitive practices (web)
Module development
CIFF
Early Learning Partnership, World Bank
Uganda: Age appropriate Pre-School Pedagogy
Sudan: Curriculum
Save the Children
Emergent Literacy & Math
GIZ Mozambique (Nhapupwe)
National Curriculum for educator training
OMEP
have developed a framework for curricula
Education for sustainable development
support play and 0-3 years old in projects
Parmenides Foundation
Psychological research in order to develop curricula
PLAN
influence curriculum development
networking with other institutions


Capacity Building (cross-cutting)
UNICEF
HIV & ECD Maternal &Child Health
Care 4 Development: Home-based early support
Child Protection
UNESCO
UNESCO-IICBA-2013-2015: Capacity building of TEIs and MoEs on the use of Indigenous ECCE curriculum framework and modules in countries accelerating the achievement of EFA Goal 1
CIFF
Africa regional workshops/training ECE/ECD (World Bank Early Learning Partnership)
Save the Children
School Readiness Assessments: Ehtiopia, Indonesia, Malawi, Nepal, Bangladesh, Buttan
Essential package for children affected by HIV/AIDS/OVC
PLAN
Capacity Building of partners ECDs and gov. staff on childrights --> right to quality education
GIZ
- Capacity Development at national, district/provincial + school-level
- Ministries, education administration: e.g. Teacher Training Institutions
GIZ Mozambique
Human Capacity Development of Teacher Trainers and Supervisors
Dubai Cares
India: Capacity Building of governmental/public ECD workshops in urban cities & pedagogical
Kindernothilfe
2014: capacity needs assessment of ECD implementing partners in Malawi & development of training project based on Malawi ECD quality standards


Advocacy
UNESCO
Advocacy for childhood cultures (Bouba and Zaza)
Global/regional advocacy for ECCE in post 2015 agenda
Provide policy advice to Ministries of Education and Teacher Education Institutions
Save the Children
Community & national levels
OMEP
Formulating recomendations and send to Ministers
Global Campaign for Education (Kindernothilfe/PLAN)
influencing German policy on education (content, budget allocation)
Public Mobilization (Global Action Week at schools)
Campaigning
Participation in GPE decision making (Board Membership)
GIZ Sector Programme Numeracy
Advise + capacity development of German Ministry BMZ on ECD/ECCE
Dubai Caires
Supporting global advocacy EF Folts for ECD (Convener)
GPE
Raising awareness of ECCE in GPE countries
Kindernothilfe
demand for child rights perspective
demand for prioritization of ECCE and Basic Education
Awarenessraising with German stakeholders
PLAN
smooth transformation pre-primary to primary
influencing local governments
demand for quality + gender sensitive education as a right of children in pre-school age (0-8 years)


Hardware: Infrastructure & HR (Financial cooperation)
SABRE
building model pre-schools in Ghana
adapting & repliciting model pre-school in other SSA Country
Dubai Cares
Malawi: Rehabilitation and expansion of NGO supported ECDs
Afghanistan: Demonstration ECD Centers (infrastructure)
Palestine (Gaza): Rehabilitation and expansion of ECD Centers
PLAN
Building schools where appropriate (50 countries)
KfW (German development bank)
financial contribution to sector programs
special contribution to education infrastructure


Community Participation / Outreach
Save the Children
Community Pre-schools in: Malawi, Ehtiopia, Uganda, Zambia, Mozambique, Mali
ECD <-> Nutrition & Health
PLAN
awareness raising among parents & community leaders
involvemen of children and youth in programm planing
parents associations
research on parenting
Parmenides Foundation
evaluation of kindergarten concepts
Dubai Cares
Pakistan: Community ECD Centers + Mother's Support
Kindernothilfe
Self Helf Group Approach as a starting point for ECD initiatives
informal CBCCs incl. voluntary caregivers, parents committees, management commitment
OMEP
Toy libraries
Work with and support refugee camp in Jordan


Other
UNICEF
School transition & Child Friendly Schools
Community-based program evaluation promising practices (HQ)
Knowledge management & Dissemination (Reg)
Peacebuilding & Resilience & ECD
Parental Behavior, Survey; Early Learning Assessment (Ready to learn) (Reg.)
UNESCO
Measuring learning: quality 2014-2015
Handbook on ECCE
CIFF
GPE Board of Directors (representing Private Sector & Foundations)
ECD metrics
Operational Research e.g. India: testing models of ECE + longitudinal study
Early Learning Partnership (World Bank)
Kenya: PPP for ECD
Malawi: IE for impact of ECD on school readiness
Niger: Parenting (under social protection CCT)
Rwanda: Test Parenting intervention through social protection
Uganda: Enabling environment for non state ECD
ECE/ECD Public/Private Partnerships
Integrate early stimulation into health & nutrition
Save the Children
Testing pre-school models
Research
Parmenides Foundation
scientific research
GIZ Sector Programme Numeracy
Promoting Early Learning (Numeracy)
Agenda setting
Learning Outcomes Assessment
Knowledge management
Documentation of good practices; research & dissemination & sharing
Clearing House convener + secretariat of Nework / Task Team
GIZ Mozambique (Nhapupwe)
Development of pedagogical innovations (methods, material)
DFID
Complementary ECD to national social protection programme (Rwanda)
- Complementary nutrition & education to cash transfer (Nigeria)
ECD research programme - strong operational focus
Research on low cost delivery options for ECD
Dubai Cares
Research: East Africa ECD tracer study "Where/how are they 20 years later?"
GPE
support future coordination of ECCE global agenda
Resource mobilization & distribution to countries
OMEP
Next world project: Equality for sustainability

Annex

Participating Organizations

- Association Nhapúpwè / Centre for International Migration and Development (CIM) / Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
- Department for International Development (DFID)
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
- Dubai Cares
- Global Partnership for Education (GPE)
- Kindernothilfe e. V. / Global Campaign for Education
- Kreditanstalt für Wiederaufbau (KfW, German Development Bank)
- Organisation Mondiale pour l'Éducation Préscolaire (OMEP)
- Parmenides Foundation
- Plan International Deutschland e.V. / Global Campaign for Education
- Save the Children
- The Children's Investment Fund Foundation (CIFF)
- The Sabre Charitable Trust
- UNESCO
- UNICEF

Detailed information on "What are the results?"

With reference to the four main recommendations as listed under "What are the results?" please find further details below.

1) **Technical Reference Group (TRG)**

- Consolidate the TRG:
  - Define Terms of Reference (objectives, timeline, budget)
  - Identify a secretariat or coordinating body
  - Identify members
- Possible tasks and responsibilities of the TRG:
  - Map existing platforms. Clarify how to best integrate a TRG and identification of gaps.
  - Assess existing programs as well as existing research
    ➔ Feed them into a "Center for Results" (Clearinghouse) or similar
  - Explore financing options
  - Facilitate South-South exchange

2) **Guidelines and quality standards**

Define a prototype to measure (child readiness to learn, learning environment, school readiness)

- Map / collect all available tools
- Talk to teachers about what they value
- Use parent input
- Acknowledge the concept of "readiness for life"

3) **Community and parental awareness**

- Adequate out-reach to implementers that have access to communities and parents
- Establish an online group to share experiences in community out-reach / messaging
- Establish a platform for sharing of materials

4) Mechanisms and capacities for the provision of large-scale, equitable, quality pre-school services (private, public, and community) need to be improved and expanded in low-income countries.

- Mapping of stakeholders and interventions (what agency, which region, what quality)
- Identify best practices, biggest challenges and preconditions for success
- Engage with local education groups to identify best practices and to develop technical capacity at country level
- Establishment of a technical reference group (TRG) and a respective action plan with members drawn from GPE partners
- TRG to identify best practices, biggest challenges, preconditions for success
- Engage with local education groups at country level that show preconditions of success
- Best practices need to be adapted to country-context
- Develop technical capacity at country level

DAY 1, 26.11.2013: FOCUS: COMMON INTENT AND SENSING THE FIELD	
TIME	*SESSION*
12:00 – 13:00	*Registration and Welcome Lunch*
13:00 – 13:30	**Welcome from the hosting organizations** **Michael Holländer** Team Leader Sector Programme Numeracy (GIZ) on behalf of BMZ **Aglaia Zafeirakou** Sr. Education Specialist, PhD, Country Support Team, Global Partnership for Education (GPE)
13:30 – 14:15	**Check-in**
14:15 – 14:45	**Input GPE, Aglaia Zafeirakou:** "Introducing the GPE Implementation Plan with a special focus on Strategic Objective 3: Outcomes and activities in relation to pre-school education: current status and challenges" Followed by clarifying questions
14:45 – 15:30	**Reflecting on stakeholder conversations**
15:30-16:00	**Sharing**
16:00 – 16:30	*TEA BREAK*
16:30 – 17:15	**Best Practices & Lessons Learnt in Pre-School Education**
17:15 – 17:45	**Feedback**
17:45 – 18:15	**Check-out**
19:30	*Joint Dinner Restaurant Café Karl*

DAY 2, 27.11.2013: FOCUS: PRIORITY AREAS, SHORT-TERM GOALS AND NEXT STEPS	
TIME	*SESSION*
08:30 – 09:15	**Check-In**
09:15 – 10:15	**Sculpting the current system**
10:15 – 10:45	*TEA BREAK*
10:45 – 11:45	**Sculpting the current system**
11:45 – 12:45	**Sculpting the FUTURE system**
12:45 –13:30	*LUNCH BREAK*
13:30-13:45	**Welcome note Kerstin Sieverdingbeck** Head of Pre-School Department at Federal Ministry for Economic Cooperation and Development (BMZ)
13:45 – 14:30	**Identifying leverage/acupuncture points for shifting the system**
14:30 – 15:50	**Turning leverage/acupuncture points into NEXT Steps**
15:50 –16:10	*TEA BREAK*
16:20 – 17:00	**Final Check-Out** **Closing note**
17:00	*END of WORKSHOP*

Links to further information

- Early Childhood Care and Education at the Global Partnership for Education: http://www.globalpartnership.org/our-work/areas-of-focus/early-childhood-care-and-education/
- Borchure Competence Center for Education at GIZ: http://www.giz.de/fachexpertise/downloads/giz2012-en-competence-center-for-education-brochure.pdf
- BMZ Education Strategy 2010-2013: Ten Objectives for More Education: http://www.bmz.de/en/publications/topics/education/Strategiepapier320_01_2012.pdf
- Website BMZ - Education Division http://www.bmz.de/en/what_we_do/issues/Education/index.html

Conference Evaluation based on Participants' Feedback

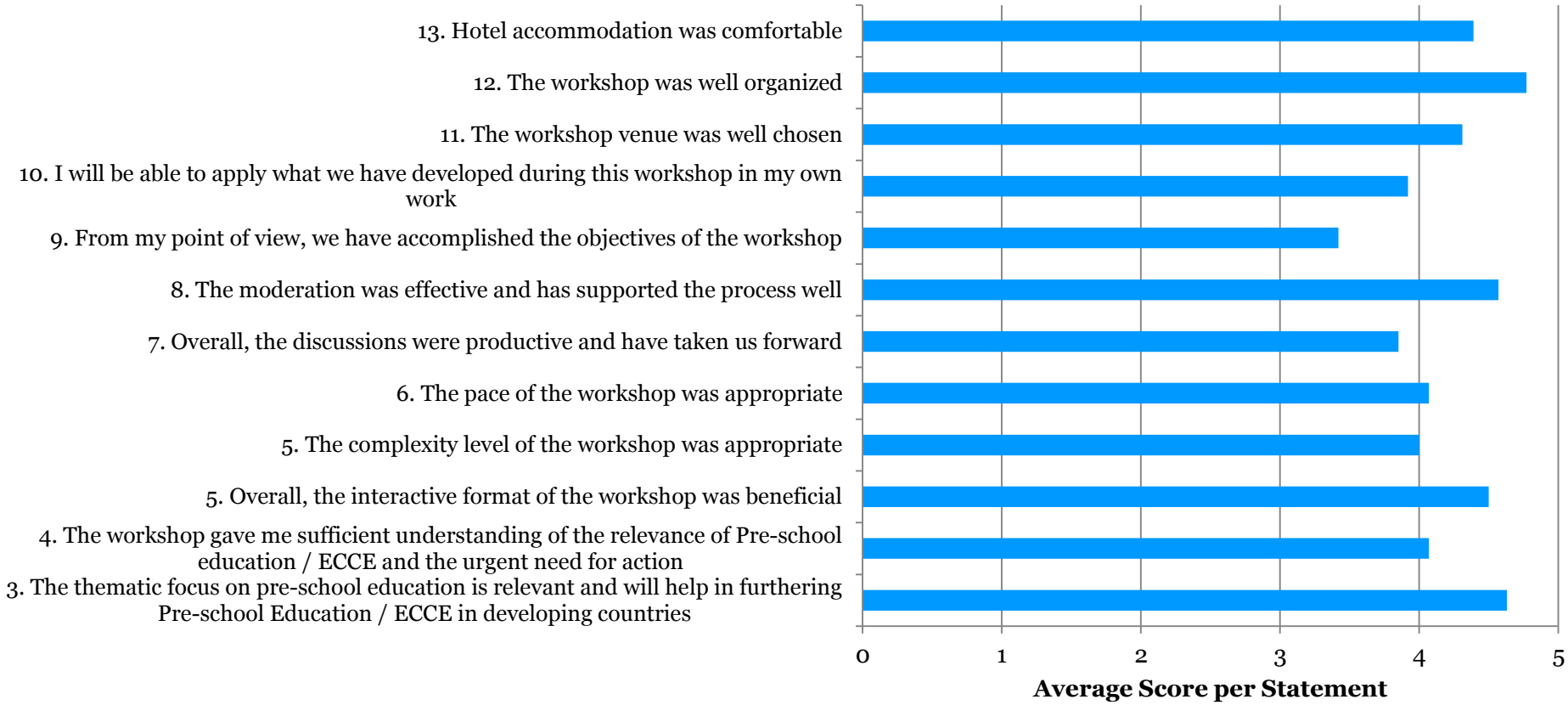
With 14 out of 23 feedback sheets, more than 50 % of the participants of the workshop provided anonymous feedback. In order to identify key results, a comparison of the average scores for the statements 1- 14 and the most frequent comments to the questions 15-16 are summarized in this overview.

The **average scores** to the statements 1-14 all lie between 3.4 and 4.8 indicating that the average feedback of different aspects of the conference is by and large positive.

Amongst the most frequent answer to the question of what **improvements** one would recommend to the workshop (question 15) were to have more time in general and particularly for more strategic discussions to define the next steps.

There was no clear tendency for the question about what was **least valuable** about the workshop (question 16). The comments include too little time, limited diversity of participants and imprecise definition of objectives for the workshop.

Amongst the most frequent answers to the question of what was **most valuable** about the event (question 17) were the networking opportunities during the workshop, the stimulation of creativity and the interactive design of the workshop.



Meaning of Scores

1	=	"Strongly disagree" or the lowest, negative impression
2	=	"Disagree"
3	=	"Neither agree nor disagree" or an adequate impression
4	=	"Agree"
5	=	"Strongly agree" or the highest, positive impression"